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ABSTRACT

The Preparation of Special Educators in Essential Early Education program was a 36-credit hour preservice program of the University of Vermont to train Early Childhood Special Educators at the Master's Degree or Certificate of Advanced Study levels. The program prepared students to demonstrate the necessary competencies for providing quality educational services to young children (ages birth through 5) with handicaps and their families, and to assume the educational and leadership roles required for establishing, coordinating, advocating for, and evaluating early childhood special education programs in rural settings. This final report describes coursework, practicum experiences, and project accomplishments. The report includes program evaluation forms and a list of essential early education personnel competencies. A practicum manual comprises approximately half the report and describes practicum sites, practicum experiences, student confidentiality, responsibilities of students and supervisors, classroom management, lesson plans, and evaluation and grading procedures. The manual contains an individual planning and progress chart, an individual supervision record, consultative program outlines, evaluation outlines, and a case study outline. (JDD)

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PREPARATION OF PERSONNEL TO PROVIDE
SPECIAL EDUCATION AND RELATED SERVICES TO NEWBORN AND
INFANT CHILDREN WITH HANDICAPS

PREPARATION OF SPECIAL EDUCATORS IN ESSENTIAL EARLY EDUCATION

(Funding Period: June 1986 - May 1989)

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FINAL REPORT

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FINAL REPORT

Preparation of Special Educators in Essential Early Eduction 84.029B

I. INTRODUCTION

This is the final report for 84.029B Preparation of Special Educators in Essential Early Education funded from June 1986 to May 1989. This project offered both a 36 credit hour preservice program to train Early Childhood Special Educators at the M.Ed. and Certificate of Advanced Study (CAS) levels. Upon successful completion of the training program students were prepared to: 1) demonstrate the necessary competencies for providing quality educational services to young children (birth through age five) with handicaps and their families and 2) assume the multiple educational and leadership roles required for establishing, coordinating, advocating for, and evaluating early childhood special education programs in rural settings.

II. PROGRAM OBJECTIVE

To prepare 5 to 10 master's level essential early educators to meet the need for highly trained early childhood special educators to assume educational leadership roles in Vermont.

III. TRAINING PROGRAM

A. Program Overview

The preservice training program was designed to accommodate both full- and part-time students. Full-time students enrolled in 12 credit hours of coursework and practicum during the fall and spring semesters and 6 credit hours in each of two summers. Since part-time students' were typically working full-time in an early intervention program, coursework and practicum schedules were designed to accommodate their job responsibilities.

Practicum Experiences

Each student's practicum experience was designed to provide them with opportunities to demonstrate competencies first learned through coursework and then generalized to practicum settings. Each trainee spent at least four days per week in a variety of practicum experiences and settings during the Fall and Spring semesters. Practica were divided into three types of experiences: 1) full responsibility for the educational program of six young learners with handicaps throughout the entire school year, 2) participation in a variety of short term experiences designed to provide the trainee with clear understanding of the primary educational, medical, and support services available to young learners with handicaps and their families, and 3) opportunities to develop leadership, consultation, dissemination, and personal professional skills.

At a minimum early trainee demonstrated competence through the following experiences:

1. the design, and implementation of at least **six instructional programs**. Trainees were expected to work with learners who singularly or in combination exhibited the following characteristics: 1) multihandicapping conditions; 2) speech and language disabilities as their primary handicapping condition; 3) would be transitioning to public school in the following school year. In addition, among these six learners, two had to be in an early education setting (e.g., childcare, preschool) other than an EEE program; two were required to be infants (birth through age 2); and two had to be newly identified EEE students.

2. the **management of a center-based classroom** of at least eight learners for a minimum of eight weeks.

3. development of a **transition plan** for a youngster entering kindergarten the following school year. The purpose/focus of this component was to provide trainees with an opportunity to participate in planning and facilitating the transition of child from an EEE program to kindergarten and the elementary school setting.

4. time spent with an **I-Team Regional Educational Specialist** to assist in the interdisciplinary assessment and evaluation of learners eligible for early education with multihandicaps serviced in their region.

5. conducting an **analysis of a cooperating local school district essential early education program** to ascertain written and unwritten policies and procedures and identify formal and informal organizational structures that may facilitate or present barriers to the education of young learners (birth through age 5) with handicaps.

6. participation in **one home-based consultative program**. The focus of this case study was to consult with and assist/enable the family to develop, implement and evaluate an intervention program within the home setting. The particular goals and procedures of this case student were determined in collaboration with the child's family, and promoted active involvement of the family in the design and implementation of the program.

7. design, implementation, and evaluation of **one community-based consultative program**. The focus of this component was to consult with and assist others in the development, implementation, and evaluation of an intervention program with a community-based early childhood setting. The particular goals of this project were to come form the child's IEP; and the design of the intervention plan was determined in collaboration with the child's family, EEE staff, and the community setting staff.

8. conducting a **needs assessment and developing and implementing an related inservice training program** for educators, human service providers, paraprofessionals, and/or parents. The focus of this component was to develop, implement, and evaluation a comprehensive, year-long, program for providing service providers and families whose children receive EEE services with information that they need or would find useful.

9. evaluation of the EEE program's **child find and screening process**. The focus of this assignment was to provide trainees with an opportunity to critically review policies and practices that facilitate the location and identification of young children who may be eligible to receive EEE services.

10. design, implementation, and evaluation of **two comprehensive evaluations**. Trainees were required to assume primary responsibility for working with families and other team members to design and implement an evaluation plan to determine eligibility for EEE services.

11. design, implementation, and evaluation of **two IEPs**. This component was designed to provide trainees with an opportunity to assume primary responsibility for working with families and other team members to develop appropriate IEPs for two EEE eligible youngsters.

Over the course of the three year grant period the specific requirements related to full implementation of each of these components were developed and refined. The practicum manual located in **Appendix A** presents the final draft of the EEE Practicum Manual which provides a detailed description of each practicum component.

Coursework

Students were enrolled in coursework offered by The Center for Developmental Disabilities, Special Education, Social Work, Early Childhood, Communication Science and Disorders, and Foundational Studies. Students' coursework was individually designed to extend and supplement their practicum experiences and insure that they developed identified program competencies. Program competencies were arranged in 9 Essential Early Educator (EEE) competency clusters including: Leadership and Administration, Special Needs of the Birth to Age Three Population, Working with Families, Physical and Development Characteristics of Infants, Toddlers, and Preschoolers with Handicaps, Assessment of Infants, Toddlers, and Preschoolers, Curriculum, Instructional Program Design, and Management of Learning Environments, Transition Planning and

Implementation, Foundations of Special Education, Professional Development. Competencies were derived from the research literature, proposed Vermont certification standards, and the experience of project faculty.

B. Project Accomplishments

Recruitment of Students

During the three year project period, seventeen students successfully completed the EEE personnel preparation program. One student was asked to withdraw from the program due to difficulty demonstrating ability related competencies. The following chart provides an overview of the number of trainees completing the program during each of the three project years.

Year	Number of Graduates
1988-1989	6
1987-1988	6
1986-1987	5

Program Evaluation

Both formative and summative evaluation were used to evaluate existing program activities and set direction for program change. Specifically, four types of formative evaluation data were collected: course evaluation, practicum evaluation, and advisor and practicum supervisor evaluation. In addition, summative evaluation objectives were addressed by asking students to complete Student Evaluation of the Overall Program forms at the time of graduation (following their orals). In addition students were asked to evaluate the extent to which the training program provided opportunities for them to develop competence relative to the provision of family-centered, community-based services. Examples of program evaluation forms can be found in **Appendix B**.

Impact of Evaluation Data on Program Design

Evaluation data had a pervasive and significant impact on the program design. This impact can best be discussed relative to components of the practicum experience and the redesign of program competencies.

Practicum Experience

During the three year project period a practicum manual outlining the components of the EEE practicum experience was designed and revised. The resulting manual outlining all practicum responsibilities can be found in **Appendix A**. As a result of feedback from students two additional practicum components, **Consultation from an Early Childhood Perspective** and a **Family-Based Experience** will be developed and incorporated into program requirements beginning in the Fall of 1989.

Redesign of Program Competencies

Since dramatic changes occurred in the field of early intervention over the course of this project, project staff spent considerable time reviewing and revising program competencies. As a result of these efforts ten competency clusters were were identified and defined. These competencies clustered include: Atypical Child Development, Early Intervention Service Delivery, Curriculum for Early Intervention, Individualized Family Service Plan/Individual Educational Plan Development, Child Find and Community Awareness, Assessment,Family Professional-Collaboration, Technical Assistance/Consultation/Training, Case Management and Transdisciplinary Team Building, Social Policy and Administration of Early Intervention Programs. Individual competencies related to each competency cluster can be found in **Appendix C.**

APPENDIX A

Practicum Manual

ESSENTIAL EARLY EDUCATION

PRACTICUM MANUAL

University of Vermont

FALL 1989

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Funding for this manual was provided by the United States Department of Education, Office of SPecial Education and Rehabilitation Services, through the Preparation of Special Educators and Essential Early Education Program grant G008630188 awarded to the Center for Developmental Disabilities at the University of Vermont. The views expressed in this manual are not necessarily held by the United States Department of Education.

S E C T I O N I

Overview

ESSENTIAL EARLY EDUCATION

The goals of the Early Essential Education (EEE) practica are to prepare early childhood special educators to:

a. Demonstrate the necessary competencies for providing quality services to young children (birth through age five) with diverse handicapping conditions and their families.

b. Assume the multiple education and leadership roles required for establishing, implementing, advocating for, and evaluating early childhood special education programs.

Due to the unique, yet diverse needs of young children with handicaps and their families, it is necessary that EEE programs offer a variety of service delivery options such as center-based, home-based, and outreach/consultative services. Through the following practica experiences over the next two semesters, students will be given an opportunity to practice the skills necessary to attain the goals of the program and participate in each of the service delivery options. Students will be able to:

1. Design, implement and evaluate instructional programs across a number of settings for all preschool-age children with handicaps.

2. Develop consultative programs for providing technical assistance to families and professionals who provide services to young children with handicaps.

3. Develop a family dissemination program that determines and provides information families state they need for assuming the roles of parent, advocate, and decision-maker.

4. Manage a center-based or preschool classroom.

5. Implement child find, transition, comprehensive assessment, and Individual Education Planning activities for children with handicaps.

S E C T I O N I I

Description of Sites

List of Specific Experiences

ESSENTIAL EARLY EDUCATION

A. DESCRIPTION OF SITES

1. Essential Early Education (EEE) programs housed within a supervisory union. EEE programs may provide services in home-, center-, or community-based settings.

2. Typical child care settings in the community (e.g., private preschool, nursery school).

3. Other community-based programs or agencies that provide services to families with young children with handicaps (e.g., Parent to Parent, I-Team, Parent/Child Centers, Child Development Clinic).

B. LIST OF SPECIFIC EXPERIENCES

1. Design, implement, evaluate, and write up two instructional programs for children, birth through age five, with handicaps.

   Students should be involved in the planning, implementation, and monitoring of other instructional programs to insure experience and skill in working with children who present different kinds of challenges across different curricular areas.

2. Participate in the transition of an individual child and his/her family from EEE to kindergarten.

3. Design, implement, evaluate, and write up a home-based consultative program (working with the family around a particular child skill).

4. Design, implement, evaluate, and write up a community-based consultative program (working with a regular preschool/day care into which a child with handicaps is integrated).

5. Design and implement one dissemination program for families.

6. Participate in and evaluate a child find and screening process.

7. Conduct and participate in two comprehensive evaluations.

8. Develop and/or participate in two Individual Education Plans (IEPs).

9. Manage a preschool classroom of at least eight learners for a minimum of eight weeks.

   a. Develop four weeks of lesson plans for each semester for all classroom activities. The lesson plans should include classroom goals, objectives, procedures and activities, and an evaluation management system. Students will be expected to develop lesson plans for individual classroom activities prior to taking responsibility for all activities.

   b. Maintain a lesson plan book of all classroom activities that occur throughout the year that include program goals, activities and procedures, and an evaluation management system.

   c. Develop an EEE program evaluation management system.

   d. Daily lesson plans.

10. Participate in the planning, impletation, and evaluation of a program for a child who is multihandicapped (I-Team eligible).

S E C T I O N I I I

Student Confidentiality Agreement

Student, Cooperating-Site Supervisory and University Supervisor Agreement

Practicum Agreement

* THESE TWO AGREEMENTS ARE TO BE SIGNED BEFORE INTERNS BEGIN WORKING WITH STUDENTS.

ESSENTIAL EARLY EDUCATION STUDENT CONFIDENTIALITY AGREEMENT

While a student training in the Essential Early Education program, I agree to the following:

1. All information gleaned on children and their families while participating in the training program will remain confidential.

2. Access to any child's/family's file is not within my rights as a student unless special permission for file access has been requested and obtained from parents by appropriate public school staff.

3. If parents have signed special permission granting access to a child's IEP and cumulative record, it is within my rights to read the IEP and cumulative record. I realize that permission to access an IEP does not give me the right to access the cumulative record unless I have written permission.

4. All programs I implement with children will be part of an approved IEP. In addition, I will obtain teacher permission prior to implementing programs.

5. All reports on children's instructional programs written as partial fulfillment of coursework requirements, will comply with final federal regulations in P.L. 93-380 (Privacy Rights of Parents and Students known as the Buckley Amendment, 1976). The reports will contain no information which identifies the child or the specific location of the program. That is, the child's name or other information which would allow a reader to identify the child will not be contained in the report. The location of the child's place of residence or the educational program will only be identified in very vague terms. For example, it is appropriate to say that a program took place in an Essential Early Education program. It is not appropriate to say that the program took place at Champlain Elementary School.

   Educational program reports are written as a training exercise in which the student justifies the need for a particular educational program although the need is already justified in the child's IEP. The report clearly articulates what is taught, how it was measured and results in a manner which makes the educational program replicable by others.

6. Educational reports are the property of the student teacher and are not made part of the child's file unless a specific request is made by a parent or appropriate public school personnel.

7. A copy of instructional program reports will be shared with the teacher and parents. The teacher and parents have the right to ask that any portion of the report which is not accurate or identifies the child or exact location of the program be amended or deleted from the report.

DATE: _____ STUDENT SIGNATURE: _____

ESSENTIAL EARLY EDUCATION PROGRAM
STUDENT, COOPERATING-SITE SUPERVISOR AND UNIVERSITY SUPERVISOR AGREEMENT

A. STUDENT RESPONSIBILITIES:

1. Practica Placement Responsibilities:

   a. The intern agrees to follow the calendar of the site(s) where the practica are carried out. However, the beginning and ending dates of the practicum will follow the University of Vermont's schedule.

   b. The intern agrees to follow individual program policies and procedures regarding services to students eligible for special education.

   c. The intern agrees to spend a minimum of 20 hours per week in the various practicum settings. This 20 hours may involve 5 half days; or, fewer, but longer days. This is to be negotiated by the cooperating-site supervisor, intern, and University supervisor.

   d. If the intern will be absent, she/he must notify the cooperating-site supervisor before the day begins and specify the reason for the absence. The only three excusable absences are: a) course-related activities, b) death in the immediate family, or c) personal illness which must be endorsed by a doctor's note.

   e. All days missed in the practicum setting will have to be made up as agreed upon by the university supervisor, cooperating-site supervisor, and intern. The university advisor will be immediately notified of these absences and make-up dates.

   f. Two or more unexcused absences from a practicum site will result in automatic failure for the semester.

2. University Responsibilities:

   a. Each intern will design and implement a minimum of seven programs over two semesters, including:

      1. Two instructional programs

      2. Two consultative programs

3. One dissemination program

4. One transition program

5. One program involving a child who is multihandicapped

b. Each intern will participate in and evaluate child find and screening processes.

c. Each intern will conduct and participate in two comprehensive assessments.

d. Each intern will develop and/or participate in two Individual Education Plans (IEPs).

e. Each intern will manage a preschool classroom for a minimum of eight weeks. The intern will be responsible for providing written lesson plans to the cooperating supervisor prior to the beginning of each week, and for providing the subsequent evaluation results by the end of the assigned week.

f. Each intern will complete and submit all written products necessary to fulfill the course requirements within the specified timeline designed by the intern, the cooperating-site supervisor, and the University supervisor.

g. Each intern will complete and share two formal evaluations of themselves, the cooperating-site supervisor, and the University of Vermont supervisor.

B. COOPERATING-SITE SUPERVISOR RESPONSIBILITIES:

1. The cooperating-site supervisor agrees to provide the intern all necessary information and forms concerning program policies and procedures regarding service to students eligible for services.

2. The cooperating-site supervisor agrees to explain program, philosophy, and specific routines to intern at initial meeting.

3. The cooperating-site supervisor agrees to provide the intern with the opportunity to serve children and families eligible for services and the opportunity to develop the programs necessary to fulfill course requirements.

4. The cooperating-site supervisor agrees to observe the intern providing direct service to eligible learners on a regular basis.

5. The cooperating-site supervisor in the EEE program placement will determine, in collaboration with the intern and UVM supervisor, the classroom management responsibilities of the intern, including:

   a. determining which individual activities the intern will be responsible for developing lesson plans on a week-by-week basis,

   b. determining the two four-week periods that the student takes complete responsibility for classroom management.

6. The cooperating-site supervisor agrees to spend at least one hour per week with the intern to review the intern's responsibilities, performance, and offer feedback on intern's program plans. This could be one meeting or a series of shorter meetings.

7. The cooperating-site supervisor agrees to complete two formal evaluations of the intern within each semester to assess the intern's progress, strengths and weaknesses, and recommendations. The cooperating-site supervisor will share the evaluations with the intern and University supervisor.

8. The cooperating-site supervisor agrees to meet with the intern and UVM supervisor following each of the supervisor's five observations. The two formal evaluations will be shared during two of these times, i.e., mid-semester, end of the semester.

C. UNIVERSITY SUPERVISOR RESPONSIBILITIES:

1. The UVM course instructor will arrange placements for each student with a cooperating-site supervisor.

2. The UVM instructor will provide the student with a format to follow for each type of program plan required.

3. The UVM supervisor will observe the student at least five times per semester. Following each observation the supervisor will meet with the student and the cooperating-site supervisor to provide specific feedback on the instructional session observed.

(Times will be agreed upon with the cooperating-site supervisor and the student at the beginning of the semester.)

4. The UVM supervisor will monitor and evaluate seven program plans.

5. The UVM supervisor will monitor and evaluate assessments and IEPs developed and implemented by the student.

6. The UVM supervisor will evaluate the student's child find/screening process evaluation.

7. The UVM supervisor will monitor and evaluate products required during the classroom management periods, including weekly lesson plans.

8. The UVM supervisor will arrange a mid-semester and end of semester meeting with the cooperating-site supervisor and student to review the student's progress and determine a tentative and final grade for practica.

NOTE: The University of Vermont supervisor and student will schedule weekly on-campus meetings to review course requirements, performance, and progress in practica settings.

ESSENTIAL EARLY EDUCATION PRACTICUM AGREEMENT

S I T E 1

I will participate in the following practicum site of _____ on the following days of the week: _____ from date: _____ to date: _____. During this time I will work from _____ (time) to _____. I agree to meet with the cooperating-site supervisor _____.

STUDENT SIGNATURE: _____

COOPERATING SUPERVISOR SIGNATURE: _____

COLLEGE SUPERVISOR SIGNATURE: _____

DATE: _____

ESSENTIAL EARLY EDUCATION PRACTICUM AGREEMENT

S I T E 2

I will participate in practicum on the following days of the week: _____ from date: _____ to date: _____. During this time I will work from _____ (time) to _____. I agree to meet with the cooperating-site supervisor _____.

STUDENT SIGNATURE: _____

COOPERATING SUPERVISOR SIGNATURE: _____

COLLEGE SUPERVISOR SIGNATURE: _____

DATE: _____

S I T E 3

I will participate in the following practicum site of _____ on the following days of the week: _____ from date: _____ to date:_____. During this time I will work from _____ (time) to _____. I agree to meet with the cooperating-site supervisor _____.

STUDENT SIGNATURE: _____

COOPERATING SUPERVISOR SIGNATURE: _____

COLLEGE SUPERVISOR SIGNATURE: _____

DATE:_____

ESSENTIAL EARLY EDUCATION PRACTICUM AGREEMENT

S I T E 4

I will participate in practicum on the following days of the week: _____ from date: _____ to date:_____. During this time I will work from _____ (time) to _____. I agree to meet with the cooperating-site supervisor _____.

STUDENT SIGNATURE: _____

COOPERATING SUPERVISOR SIGNATURE: _____

COLLEGE SUPERVISOR SIGNATURE: _____

DATE:_____

S E C T I O N I V

Individual Planning and Progress Chart

Individual Supervision Record

* THIS IS TO BE COMPLETED BY THE THIRD WEEK OF THE SEMESTER.

INDIVIDUAL PLANNING AND PROGRESS CHART

Name: _____ Master Teacher: _____ Years: _____

University of Vermont Supervisor: _____

	FALL			SPRING		
	1st Draft Due/Grade	2nd Draft Due/Grade	Ave. Grade/ Comments	1st Draft Due/Grade	2nd Draft Due/Grade	Ave. Grade/ Comments
1. Instructional Programs						
a. _____						
b. _____						
2. Transition Program						
3. Home-Based Consultation Program						
a. Logs						
b. Program Write-Up						
4. Community-Based Consultation Program						
a. Logs						
b. Program Write-Up						
5. Dissemination Program						
a. With a Family						
6. Evaluate Child Find/Screening Process						

	FALL			SPRING		
	1st Draft Due/Grade	2nd Draft Due/Grade	Ave. Grade/ Comments	1st Draft Due/Grade	2nd Draft Due/Grade	Ave. Grade/ Comments
7. Comprehensive Evaluations (2)						
a. _____						
b. _____						
8. Individual Educational Plans (2)						
a. _____						
b. _____						
9. Manage a Preschool Classroom for Eight Weeks						
a. Fall Dates _____						
b. Spring Dates _____						
c. EEE Program Evaluation System						
d. Daily Lesson Plans						
10. Service Coordination with Multihandicapped Child						

* The above assignments constitute minimum requirements. The practicum supervisor may assign additional assignments in a specific area to insure the students' competence in that area.

INDIVIDUAL SUPERVISION RECORD

Name: _____ Master Teacher: _____ Years: _____

University of Vermont Supervisor: _____

	Semester I							Semester II							
	WEEKS OF							WEEKS OF							
	9/26	10/10	10/24	11/7	11/21	12/5	12/19	1/9	1/23	2/6	2/20	3/6	3/20	4/3	4/17	5/1
1. Instructional Programs																
a. _____																
b. _____																
2. Transition Program																
3. Home-Based Consultation Program																
a. Logs																
b. Program Write-Up																
4. Community-Based Consultation Program																
a. Logs																
b. Program Write-Up																
5. Dissemination Program																
a. With a Family																
6. Evaluate Child Find/Screening Process																

	Semester I							Semester II							
	WEEKS OF							WEEKS OF							
	9/26	10/10	10/24	11/7	11/21	12/5	12/19	1/9	1/23	2/6	2/20	3/6	3/20	4/3	4/17	5/1
7. Comprehensive Evaluations (2) a. _____ b. _____																
8. Individual Educational Plans (2) a. _____ b. _____																
9. Manage a Preschool Classroom for Eight Weeks a. Fall Dates _____ b. Spring Dates _____ c. EEE Program Evaluation System d. Daily Lesson Plans																
10. Service Coordination with Multihandicapped Child																
11. Weekly Schedules																
12. Site Visits																

S E C T I O N V

Instructional Program Plan Outline

Transition Program Outline

Home-Based Consultative Program Outline

Community-Based Consultative Program Outline

Dissemination Program Plan Outline

Evaluation of Child Find/Screening Process Outline

Comprehensive Evaluation Outline

Individual Education Program Outline

Case Study Outline for Student with Severe and Multiple Handicaps

INSTRUCTIONAL PROGRAM PLAN OUTLINE

The purpose/focus of this case study is to develop, implement, and evaluate a program for teaching a child a new skill or behavior. The written product of this case study should follow the outline delineated below.

1. DESCRIPTION OF LEARNER: Learner characteristics that are pertinent to the program

2. ASSESSMENT INFORMATION:

   a. Procedures, instruments used, etc.
   b. Present levels of performance (NOTE: Include both descriptive information as well as test scores).

3. MASTERY OBJECTIVE (WHAT to teach): specifies conditions, behavior and criteria:

   a. Provides for generalization across people, settings, materials, and other natural cues
   b. Provides for maintenance across time
   c. Provides for self-initiation

4. RATIONALE (WHY teach this objective?):

   a. Integrates assessment results
   b. Specifies long term significance

5. TASK ANALYZED SEQUENCE OF ENABLING OBJECTIVES: An outline of the steps written in the form of behavioral objectives the trainer will utilize to bring the learner from his/her current level to mastery. The following areas should be addressed:

   a. Acquisition/Proficiency
   b. Self-initiation
   c. Generalization
   d. Maintenance

6. INSTRUCTIONAL ARRANGEMENT (WHERE to teach): Specifies location(s), position(s), and time(s)

7. INSTRUCTIONAL MATERIALS AND TASKS (WHAT to teach with):

   a. Items to be used and their arrangement
   b. Activities to be used (e.g., games, practice, etc.

8. INSTRUCTIONAL PROCEDURES (HOW to teach): (See attached form)

   a. Sequential description of teaching/learning procedures
   b. Reinforcement
   c. Error correction

NOTE: Each step in Number 5 (a-d) should be addressed through one teaching/learning procedure or more.

9. DATA COLLECTION PROCEDURES (Measure effectiveness):

   a. Types of data to be collected (including generalization and maintenance data)
   b. Data sheet
   c. Graphing procedures
   d. Reliability procedures

10. RESULTS: What does the data show?

11. DISCUSSION: Was the program successful? What are the next steps, etc.

TRANSITION PROGRAM OUTLINE

The purpose/focus of this case study is to participate in planning and facilitating the transition of a child from the EEE program to kindergarten and the elementary school setting. The written product of this case study should follow the outline delineated below.

1. DESCRIPTION OF LEARNER (from instructional program).

2. TRANSITION PLAN: Develop and implement a plan describing the activities, timelines, and assigned responsibilities for transitioning the child into the next school setting. This plan should include the following components:

   a. Team Planning Log: Participate as a team member in any transition activities that may occur and keep a log of participation.

   b. Facilitate Family Partnerships: Develop and implement a plan for providing support and opportunities for the child's family to actively participate in the transition process.

   c. Preparation of the Child: Conduct an ecological analysis of the kindergarten setting to identify the survival skills needed for successful participation. Identify those skills the child lacks should be included in the child's IEP.

   d. Placement Plan: Develop a plan for placement and integration of the child into the public school setting.

   e. Monitoring Plan: Develop an informal plan for monitoring the child's participation in the next school setting (e.g., Who would be involved? What type of monitoring procedures would be used?).

3. EVALUATION PLAN: Develop a plan for evaluating the transition process. This plan should assist the student in determining whether the transition plan was effective.

NOTE: There are a number of forms and procedures that have been developed through Project TEEM that the student will be asked to use.

HOME-BASED CONSULTATIVE PROGRAM OUTLINE

The focus of this case study is to consult with and assist/enable the family to develop, implement, and evaluate an intervention program within the home setting. The particular goals and procedures of this case study would be determined in collaboration with the child's family, and should promote active involvement of the family in the design and implementation of this program. The written product of this case study should follow the outline delineated below.

1. DESCRIPTION OF THE FAMILY: Brief description of the child and his/her family with whom you will be developing, implementing, and evaluating the program.

2. RATIONALE: Convincing, logical need for the establishment of the program. Include assessment information concerning family and child needs and desires for such a program.

3. CONSULTATIVE OBJECTIVE/OUTCOME: Precise statement of proposed objectives/outcomes of program.

4. CONSULTATIVE INTERVENTION PLAN: A description of the procedures, instruments, and settings/activities that will be used for establishing communication/rapport with the family and developing, implementing, and evaluating the program.

5. EVALUATION PLAN: Description of the instruments, forms, data collection procedures, timelines, and responsibilities for documenting the effectiveness of the program (Be sure to include pre- and post-test assessment evaluations, along with any other pertinent data).

6. INTERVENTION LOG: Maintain a daily log of the implementation of the consultative program.

7. RESULTS: What does the data show in regards to the effectiveness of the program? (This should include comparisons of pre-and-post assessment information as well as any other pertinent data). Please include pertinent anecdotal comments as well as data sheets and graphs.

9. DISCUSSION: Was the program successful? What were the program's strengths and shortcomings? What are possible next steps? What changes might you make in the future?

COMMUNITY-BASED CONSULTATIVE PROGRAM OUTLINE

The focus of this case study is to consult with and assist others in the development, implementation, and evaluation of an intervention program within a community-based, early childhood setting (e.g., private preschool or day care). The particular goals of this case study would come from the child's IEP; and the design of the intervention plan should be determined in collaboration with the child's family, EEE staff, and the community setting staff. The written product of this case study should follow the outline delineated below.

1. DESCRIPTION OF THE COMMUNITY SETTING: Brief description of the early childhood setting (preschool, day care, etc) and staff in which and with whom you will be developing, implementing, and evaluating the program.

2. RATIONALE: Convincing, logical need for the establishment of the program. Include assessment information concerning child and family needs for such a program.

3. CONSULTATIVE OBJECTIVE/OUTCOME: Precise statement of proposed objectives/outcomes of program.

4. CONSULTATIVE INTERVENTION PLAN: A description of the procedures, instruments, and settings/activities that will be used for establishing communication/rapport with the staff of the community setting and developing, implementing, and evaluating the program.

5. EVALUATION PLAN: Description of the instruments, forms, data collection procedures, timelines, and responsibilities for documenting the effectiveness of the program (Be sure to include pre- and post-test assessment evaluations and other pertinent data).

6. INTERVENTION LOG: Maintain a daily log of the implementation of the consultative program.

7. RESULTS: What does the data show in regards to the effectiveness of the program? Please include pertinent anecdotal comments as well as data sheets and graphs.

9. DISCUSSION: Was the program successful? What were the program's strengths and shortcomings? What are possible next steps? What changes might you make in the future?

DISSEMINATION PROGRAM PLAN OUTLINE

The focus of this case study is to develop, implement, and evaluate a comprehensive, year-long, program for providing all families whose children receive EEE services with information that they need or would find useful (e.g., information concerning nutrition, community services, behavior management, their rights). The written product of this case study should follow the outline delineated below.

1. DESCRIPTION OF THE EEE PROGRAM: Brief description of the number of families whose children receive EEE services; how information is currently shared with families.

2. DISSEMINATION GOAL: Precise statement of purpose and proposed outcome of this program.

3. ASSESSMENT PROCEDURES: Specify how data will be collected to determine: a) what information needs each and every family has; b) how families would like to receive the information; and c) when, where, and how often families would like to receive the information. (Please include a copy of the assessment tool.)

4. ASSESSMENT RESULTS & DISCUSSION: Report and discuss assessment results indicating family responses of desired information and dissemination procedures. Qualitative and quantitative results should be reported.

5. COMPREHENSIVE DISSEMINATION PLAN: For each major dissemination activity that will be implemented throughout the year, specify:

   a. the proposed objective or anticipated outcome,
   b. the timelines (across academic year),
   c. the specific procedures for disseminating the information,
   d. persons involved,
   e. when and where the dissemination activities will take place (if applicable).

6. EVALUATION PLAN: Describe the evaluation procedures, including copies of any evaluation forms, that will be used for evaluating each disseminating activity as well as for evaluating the overall dissemination plan.

7. DISSEMINATION RESULTS: Report results from evaluations of each activity and of the overall dissemination plan.

8. DISCUSSION: Were the number of objectives addressed throughout the year reasonable? Were the procedures successful in disseminating information? What were the strengths and weaknesses of the dissemination program? What changes might you make in the future?

EVALUATION OF CHILD FIND/SCREENING PROCESS OUTLINE

1. CHILD FIND PROCEDURE: An outline of the procedures, instruments, and timelines that comprise the EEE program's child find efforts, including:

    a. Community Awareness
    b. Referral Systems

2. SCREENING PROCESS: A detailed description of the process, i.e., instruments, personnel involved, areas evaluated, procedures, communication of results to parents, follow up, etc.

3. LOGS: Students will keep logs of participation in the child find/screening process.

4. EVALUATION: A written critique of the child find/screening process, including strengths and weaknesses, and suggestions for improvement.

NOTE: The Child Find section of the EEE manual, "Guidelines for Planning and Implementing Essential Early Education Programs," should be used as a reference for describing and evaluating the EEE program's child find process.

COMPREHENSIVE EVALUATION OUTLINE

1. COMPREHENSIVE EVALUATION PLAN: Interns will keep logs of the four-step process in developing a comprehensive evaluation plan, including: a) establishing a Basic Staffing Team, b) informing parents of their rights and obtaining consent, c) reviewing referral information, and d) writing the comprehensive evaluation plan. The logs should be written in the following format:

    a. TYPE OF ACTIVITY: (e.g., parent involvement)
    b. DATE:
    c. PARTICIPANTS:
    d. DESCRIPTION OF INTERN'S ROLE AND/OR RESPONSIBILITIES

2. CONTENTS OF COMPREHENSIVE EVALUATION PLAN:

    a. **Reason for Referral:** A statement of the reason for referral together with the referral source.

    b. **Evaluation Questions and Procedures:** A list of evaluation questions and corresponding assessment instruments and procedures for each area to determine eligibility for EEE services and the IEP, including identifying the child's developmental strengths and needs, learning style, and preferred levels of interaction across a variety of settings. A variety of procedures and instruments should be utilized, including norm-, criterion-, and curriculum-referenced instruments and interview, observational, and direct testing procedures.

3. CONDUCT COMPREHENSIVE EVALUATIONS: Interns will be responsible for participating in the comprehensive evaluation of at least two children. Interns also will be responsible for administering a minimum of four different assessment instruments, all under the guidance and supervision of the cooperating-site and/or university supervisor. The student's assessment activities should be included in the log.

4. WRITTEN EVALUATION REPORT: The formal written evaluation report should synthesize all of the assessment results and address each and every one of the areas/questions stated in the evaluation plan. The assessment results should be quantitatively and qualitatively presented, using language that is understandable by everyone, including the family. Decisions regarding the child's eligibility for EEE services as well as program recommendations should be included.

NOTE: The Assessment chapter of the EEE manual, "Guidelines for Planning and Implementing Essential Early Education Programs," should be used as a reference for planning, implementing, and writing up the comprehensive evaluation.

INDIVIDUAL EDUCATION PROGRAM OUTLINE

1. LOGS: Interns will keep logs of parent involvement, planning meetings, quarterly IEP meetings, and annual IEP meetings. The log of each activity should be written in the following format:

   a. TYPE OF ACTIVITY: (e.g., parent involvement)
   b. DATE:
   c. PARTICIPANTS:
   d. DESCRIPTION OF INTERN'S ROLE AND/OR RESPONSIBILITIES:

2. CONTENTS OF IEP:

   a. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE: A summarization of assessment data to provide an informative picture of the child's level of functioning. This should not only include quantitative data, but also qualitative and interpretative information.

   b. LONG TERM ANNUAL GOALS: These should reflect the child's present levels of educational performance and specify the skills to be achieved over the school year.

   c. SHORT TERM OBJECTIVES: A list of the specific skills, including conditions, behavior, and criteria, for achieving each annual goal.

   d. EVALUATION PROCEDURES AND SCHEDULES: The types of evaluation procedures and tools to be used to monitor program effectiveness, including generalization and maintenance.

   e. PARTICIPATION IN THE REGULAR EDUCATION PROGRAM: A statement reflecting the percentage of time the child has the opportunity to interact in mainstream settings with peers.

   f. SPECIAL EDUCATION AND RELATED SERVICES: A description of all services required to meet the child's needs.

   g. DURATION OF SERVICES: Projected date for beginning the program and anticipated duration.

NOTE: The IEP chapter of the EEE manual, "Guidelines for Planning and Implementing Essential Early Education Programs," should be used as a reference for planning, implementing, and writing up the IEP.

CASE STUDY OUTLINE FOR STUDENT WITH SEVERE AND MULTIPLE HANDICAPS

The focus of this case study is to participate as an educational member of an interdiciplinary team, which includes the State Interdiciplinary Team for Intensive Special Education (I-Team) for a student who meets the eligibility criteria for I-Team services. The extent and nature of the activities involved in this case study will be determined by the student's team, including parents, and will be documented in the form of a year long Service Plan and a variety of Action Plans. The practicum will involve one day/week of student involvement with monitoring and supervision by an I-Team member and the responsible master teacher. The written product of this case study should follow the outline deliniated below. For each activity identified for student involvement in the Action Plan, the written product will include and conform to other outlines included in this manual, eg. Transition Plan, IEP Development, Dissemination Plan, etc., as needed.

1. DESCRIPTION OF THE CHILD:

   a. child's age
   b. diagnosis if known and medical status
   c. educational setting(s)
   d. family situation

2. IDENTIFICATION OF INTERDISCIPLINARY SERVICES:

   a. core planning team members, frequency of contact, funding source
   b. expanded team members, frequency of contact, funding source(s)

3. RECORD REVIEW AND SUMMARY STATEMENT OF INTERDISCIPLINARY ASSESSMENTS AND SERVICES:

   a. educational records - including IEP
   b. I-Team records
   c. pertinent medical records
   d. therapy records
   e. psychological reports
   f. other reports - vision, hearing etc.

4. ASSESSMENT:

   a. parent inventory and needs assessment
   b. child assessment - choose one of the following areas to be assessed by you:
      1. motor- gross and fine
      2. self-help or oral motor
      3. functional use of vision/hearing

c. daily routines/setting of current environments
d. ecological analysis of future environemnts
e. discrepancy analysis
f. indentify priority needs, including the need for further assessment

5. ACTION PLAN: The action plan will be formulated with the team and could address an instuctional program, transition program, dissemination program (family information and training), comprehensive evaluation, IEP development, lesson plan adaptation, case coordination, or home based or community based consultation.. (See requirements for specific programs in Practicum Manual).

a. Team meeting and action plan development
   1. articulate the philosophical approach of the team (developmental, compensatory approach, adaptive approach etc.)
   2. determine frequency of team meetings
   3. prioritize needs
   4. develop action plan for single high priority need
b. Implementation of action plan:
   1. determine method for follow-up
   2. determine need for revision of action plan
   3. participate in revision as needed
   4. report on completion of action plan

6. EVALUATION OF ACTION PLAN STRATEGY:

a. satisfaction of team members
b. personal reactions

7. DISCUSSION: Elaborate on and summarize your case study and its results. This section should include references to the literature and discussion of the broader issues of providing services to children with multiple handicaps. Some issues might include:
- medical vs. education approaches
- types of teaming models and their advantages and disadvantages
- barriers to Teaming
- family centered approach
- integrated Therapy
- least restrictive alternatives
- funding issues
- availablility of needed resources
- training needs

S E C T I O N V I

Classroom Management

Lesson Plans

CLASSROOM MANAGEMENT

1. Each intern will assume normal classroom duties of the master teacher for a period of eight weeks. Duties assumed are to be mutually agreed upon by the teacher, intern and practicum supervisor. Example duties which may be assumed by the intern include:

   a. Maintaining and adjusting (as necessary) daily schedule for classroom activities.

   b. Collecting, recording, and filing data on student progress.

   c. Reviewing each student's data weekly.

   d. Monitoring performance of classroom personnel (e.g., aides, volunteers, practicum students).

   e. Maintaining contact with parents.

   f. Participating in planning meetings.

   g. Participating in the IEP process.

NOTE: See attached sheets for management checklist options.

2. The intern will manage a preschool classroom for a minimum of four weeks each semester. For each classroom management experience the students will:

   a. Develop a weekly lesson plan of classroom goals, objectives, and procedures for each activity and curriculum area of the classroom routine.

   b. Develop an EEE program evaluation management system (i.e., determining whether children acquire skills specified by the goals and objectives in lesson plans).

   c. Develop successive weekly lesson plans that reflect the evaluation data and incorporate necessary modifications.

LESSON PLANS

Lesson plans are required for all lessons which are being taught during the four weeks of classroom management. Lesson plans and evaluation procedures should be completed by Friday of the week prior to the lesson and be made available to the cooperating-site and university supervisors. Failure to do so will result in a markdown of one letter grade for each day it is late. The lesson plans should include the following information:

GOAL/OBJECTIVE

Statement of "what" is being taught.

INSTRUCTIONAL PROCEDURES

Description of antecedent and consequence procedures that will be used for beginning the lesson and for providing instruction, feedback, and practice.

EVALUATION OF INDEPENDENT PERFORMANCE

Description of how students' independent performance of skills (without demonstration on feedback) will be assessed.

RESULTS AND NEXT STEPS

Summary of the lesson results and next steps for future lessons.

S E C T I O N V I I

Evaluation and Grading Procedures

EVALUATION AND GRADING PROCEDURES

I. **PRACTICA EXPERIENCES:**

1. The cooperating-site supervisor will observe the intern on a weekly basis and review weekly the intern's responsibilities, performance, strengths, weaknesses, and offer feedback.

2. The UVM supervisor will observe the intern in his/her practica placement at least five times per semester.

3. **MID SEMESTER AND END OF THE SEMESTER EVALUATIONS:**

   a. Mid Semester: The cooperating-site supervisor, UVM supervisor and intern will meet mid semester to discuss intern's progress. The cooperating-site supervisor and UVM supervisor will have filled out a formal evaluation of the intern prior to this meeting.

   After reviewing the formal evaluations, a tentative grade will be assigned at this time accompanied by a list of strengths, weaknesses and suggestions for improvement. The list of suggestions will be kept for the final evaluation meeting to help determine a final grade.

   b. Final Evaluation: The cooperating-site supervisor, UVM supervisor, and intern will meet at the end of the semester to discuss the intern's progress since the mid semester evaluation. The cooperating-site supervisor, intern and UVM supervisor will have completed a formal evaluation of the intern prior to this final meeting. The evaluations and list of suggestions from mid semester will be reviewed and a consensus will be arrived at in assigning the final grade.

II. **WRITTEN PRODUCT REQUIREMENTS:**

1. The UVM supervisor, the cooperating-site supervisor, and the intern will fill out the individual planning and progress chart jointly. Written products will be due at this time unless cleared with the UVM supervisor prior to the due date. Products that are handed in late will be penalized.

2. The UVM supervisor will monitor and evaluate:

   a. seven program plans

   b. two comprehensive assessments

   c. two Individual Education Plans (IEPs)

   d. family dissemination program

   e. child find/screening process evaluation

   f. products required during classroom management

   g. weekly lesson plans and evaluations of activities for which the intern is responsible

NOTE: Written products need to be turned in in final form on the due date.

III. **UNIVERSITY EVALUATIONS:**

1. Evaluation forms will be completed at the end of each semester. They will include:

   a. evaluation of the UVM advisor by the intern

   b. evaluation of the cooperating-site supervisor by the intern

   c. evaluation of the intern by the cooperating-site supervisor

IV. **FINAL SEMESTER GRADING PROCEDURES**

The student's final grade at the end of the semester is based upon the average of the grades received for the written products (e.g., case studies) and observed practica performance. However,

THE FINAL GRADE FOR EACH SEMESTER CANNOT BE HIGHER THAN THE PRACTICA EXPERIENCE GRADE. FOR EXAMPLE, A WRITTEN PRODUCT GRADE OF "A" AND A PRACTICA EXPERIENCE GRADE OF "B" WILL RESULT IN A GRADE OF "B". CONVERSELY, A WRITTEN PRODUCT GRADE OF "B" AND A PRACTICA EXPERIENCE GRADE OF "A" WILL RESULT IN A GRADE OF "B+" OR "A-".

V. FORMAL REVIEW PROCEDURE

Prior to the end of the Fall Semester, a formal review of the student's progress and skills across practica and course settings will be conducted. The purpose of this formal review is to assist the Program Coordinator of UVM's graduate program in Essential Early Education in making a decision concerning the student's continuation or discontinuation with the graduate program in Essential Early Education at UVM. The formal review process, conducted by the Program Coordinator, will include: 1) individual interviews with all cooperating-site supervisors, the UVM supervisor, the student's advisor (if different), and the intern, and 2) a formal meeting with the student to share the information collected and the decision concerning program continuation. If the intern disagrees with the decision concerning program continuation, the Program Coordinator will inform him/her of formal grievance procedures.

INDIVIDUAL EDUCATION PROGRAM OUTLINE

Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Student: _____

Program: _____

	GRADE	WEIGHT	SUBTOTAL
1. LOGS: Interns will keep logs of parent involvement, planning meetings, quarterly IEP meetings, and annual IEP meetings. The log of each activity should be written in the following format:	___	X 2	= ____
a. TYPE OF ACTIVITY: (e.g., parent involvement)			
b. DATE:			
c. PARTICIPANTS:			
d. DESCRIPTION OF INTERN'S ROLE AND/OR RESPONSIBILITIES			
2. CONTENTS OF IEP:			
a. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE: A summarization of assessment data to provide an informative picture of the child's level of functioning. This should not only include quantitative data, but also qualitative and interpretative information.	___	X 2	= ____
b. LONG TERM ANNUAL GOALS: These should reflect the child's present levels of educational performance and specify the skills to be achieved over the school year.	___	X 2	= ____
c. SHORT TERM OBJECTIVES: A list of the specific skills, including conditions, behavior, and criteria for achieving each annual goal.	___	X 2	= ____
d. EVALUATION PROCEDURES AND SCHEDULES: The types of evaluation procedures and tools to be used to monitor program effectiveness, including generalization and maintenance.	___	X 1	= ____
e. PARTICIPATION IN THE REGULAR EDUCATION PROGRAM: A statement reflecting the percentage of time the child has the opportunity to interact in mainstream settings with peers.	___	X 1	= ____
f. SPECIAL EDUCATION AND RELATED SERVICES: A description of all services required to meet the child's needs.	___	X 1	= ____
g. DURATION OF SERVICES: Projected date for beginning the program and anticipated duration.	___	X 1	= ____

MAXIMUM POSSIBLE SCORE IS 48. DIVIDE THE STUDENT'S TOTAL SCORE BY 12 TO DETERMINE SCORE.

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INSTRUCTIONAL PROGRAM PLAN OUTLINE

Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Student: _____

Program: _____

	GRADE		WEIGHT		SUBTOTAL
1. DESCRIPTION OF LEARNER: Learner characteristics that are pertinent to the program.	___	X	1	=	____
2. ASSESSMENT INFORMATION:					
a. procedures, instruments used, etc.,	___	X	1	=	____
b. present levels of performance. (NOTE: Include both descriptive information as well as test scores).	___	X	1	=	____
3. MASTERY OBJECTIVE: (WHAT to teach) specifies conditions, behavior and criteria:					
a. provides for generalization across people, settings, materials, and other natural cues,					
b. provides for maintenance across time,					
c. provides for self-initiation.	___	X	1	=	____
4. RATIONALE: (WHY teach this objective?):					
a. integrates assessment results,					
b. specifies long term significance.	___	X	3	=	____
5. TASK ANALYZED SEQUENCE OF ENABLING OBJECTIVES: An outline of the steps written in the form of behavioral objectives the trainer will utilize to bring the learner from his/her current level to mastery. The following areas should be addressed:					
a. Acquisition/Proficiency,					
b. Self-initiation,					
c. Generalization,					
d. Maintenance.	___	X	1	=	____
6. INSTRUCTIONAL ARRANGEMENT: (WHERE to teach): Specifies location(s), position(s), and time(s).	___	X	1	=	____
7. INSTRUCTIONAL MATERIALS AND TASKS: (WHAT to teach with):					
a. Items to be used and their arrangement,					
b. Activities to be used (e.g., games, practice, etc.).	___	X	2	=	____
8. INSTRUCTIONAL PROCEDURES: (HOW to teach):					
a. Sequential description of teaching/learning procedures,					
b. Reinforcement,					
c. Error correction.					
NOTE: Each step in Number 8 (a-d) should be addressed through one teaching/learning procedure or more.	___	X	2	=	____
9. DATA COLLECTION PROCEDURES: (Measure effectiveness):					
a. Types of data to be collected (including generalization and maintenance data),					
b. Data sheet					
c. Graphing procedures,					
d. Reliability procedures.	___	X	1	=	____
10. RESULTS: What does the data show?	___	X	1	=	____
11. DISCUSSION: Was the program successful, what are the next steps, etc.					

MAXIMUM POSSIBLE SCORE IS 60. DIVIDE THE STUDENT'S TOTAL SCORE BY 15 TO DETERMINE GRADE.

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TRANSITION PROGRAM OUTLINE

Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Student: _____

Program: _____

	GRADE	WEIGHT	SUBTOTAL
1. DESCRIPTION OF LEARNER (from instructional program).	___	X 1	= ____
2. TRANSITION PLAN: Develop a plan describing the activities, timelines, and assigned responsibilities for transitioning the child into the next school setting. This plan should include the following components:			
a. Team Planning Log: Participate as a team member in any transition activities that may occur and keep a log of participation.	___	X 1	= ____
b. Family Involvement: Develop a plan for supporting the family's partnership in the transition process.	___	X 3	= ____
c. Preparation of the Child: Conduct an ecological analysis of the kindergarten setting to identify the survival skills the child lacks and, based upon your recommendation, should be included in the child's IEP.	___	X 3	= ____
d. Placement Plan: Develop a plan for placement and integration of the child into the public school-age setting.	___	X 2	= ____
e. Monitoring Plan: Develop an informal plan for monitoring the child's participation in the next school setting.	___	X 2	= ____
3. EVALUATION PLAN: Develop a plan for evaluating the transition process.	___	X 2	= ____

MAXIMUM POSSIBLE SCORE IS 56. DIVIDE THE STUDENT'S TOTAL SCORE BY 14 TO DETERMINE GRADE.

COMMUNITY-BASED CONSULTATIVE PROGRAM OUTLINE

Grading Sheet

Student: _____

Program: _____

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

	GRADE		WEIGHT		SUBTOTAL
1. DESCRIPTION OF THE COMMUNITY SETTING: Brief description of the early childhood setting (preschool, day care, etc.) and staff in which and with whom you will be developing, implementing, and evaluating the program.	___	X	1	=	____
2. RATIONALE: Convincing, logical need for the establishment of the program. Include assessment information concerning child and family needs for such a program.	___	X	1	=	____
3. CONSULTATIVE OBJECTIVE/OUTCOME: Precise statement of proposed objectives/outcomes of program.	___	X	4	=	____
4. CONSULTATIVE INTERVENTION PLAN: A description of the procedures, instruments, and settings/activities that will be used for establishing communication/rapport with the staff of the community setting and developing, implementing, and evaluating the program.	___	X	2	=	____
5. EVALUATION PLAN: Description of the instruments, forms, data collection procedures, timelines, and responsibilities for documenting the effectiveness of the program. (Be sure to include pre- and post-test assessment evaluations, along with any other pertinent data).	___	X	2	=	____
6. INTERVENTION LOG: Maintain a daily log of the implementation of the consultative program.	___	X	2	=	____
7. RESULTS: What does the data show in regards to the effectiveness of the program? (This should include comparisons of pre-and-post assessment information as well as any other pertinent data). Please include pertinent anecdotal comments as well as data sheets and graphs.	___	X	2	=	____
8. DISCUSSION: Was the program successful? What were the program's strengths and shortcomings? What are possible next steps? What changes might you make in the future?	___	X	2	=	____

MAXIMUM POSSIBLE SCORE IS 60. DIVIDE THE STUDENT'S TOTAL SCORE BY 15 TO DETERMINE GRADE.

HOME-BASED CONSULTATIVE PROGRAM OUTLINE

Grading Sheet

Student: _____

Program: _____

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

	GRADE	WEIGHT	SUBTOTAL
1. **DESCRIPTION OF THE FAMILY**: Brief description of the child and his/her family with whom you will be developing, implementing, and evaluating the program.	___	X 1 =	____
2. **RATIONALE**: Convincing, logical need for the establishment of the program. Include assessment information concerning family and child needs and desires for such a program.	___	X 1 =	____
3. **CONSULTATIVE OBJECTIVE/OUTCOME**: Precise statement of proposed objectives/outcomes of program.	___	X 4 =	____
4. **CONSULTATIVE INTERVENTION PLAN**: A description of the procedures, instruments, and settings/activities that will be used for establishing communication/rapport with the family and developing, implementing, and evaluating the program.	___	X 2 =	____
5. **EVALUATION PLAN**: Description of the instruments, forms, data collection procedures, timelines, and responsibilities for documenting the effectiveness of the program. (Be sure to include pre- and post-test assessment evaluations, along with any other pertinent data).	___	X 2 =	____
6. **INTERVENTION LOG**: Maintain a daily log of the implementation of the consultative program.	___	X 2 =	____
7. **RESULTS**: What does the data show in regards to the effectiveness of the program? (This should include comparisons of pre-and-post assessment information as well as any other pertinent data). Please include pertinent anecdotal comments as well as data sheets and graphs	___	X 2 =	____
8. **DISCUSSION**: Was the program successful? What were the program's strengths and shortcomings? What are possible next steps? What changes might you make in the future?	___	X 2 =	____

MAXIMUM POSSIBLE SCORE IS 60. DIVIDE THE STUDENT'S TOTAL SCORE BY 15 TO DETERMINE GRADE.

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DISSEMINATION PROGRAM PLAN OUTLINE

Grading Sheet

Student: _____

Program: _____

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

	GRADE	WEIGHT	SUBTOTAL
1. DESCRIPTION OF THE EEE PROGRAM: Brief description of the number of families whose children receive EEE services; how information is currently shared with families.	___	X 2 =	____
2. DISSEMINATION GOAL: Precise statement of purpose and proposed outcome of this program.	___	X 1 =	____
3. ASSESSMENT PROCEDURES: Specify how data will be collected to determine a) what information needs each and every family has; b) how families would like to receive the information; and c) when, where, and how often families would like to receive the information.	___	X 3 =	____
4. ASSESSMENT RESULTS: Report assessment results indicating family responses of desired information and dissemination procedures.	___	X 2 =	____
5. COMPREHENSIVE DISSEMINATION PLAN: For each major dissemination activity that will be implemented throughout the year, specify:	___	X 4 =	____
a. the proposed objective or anticipated outcome,			
b. the timelines (across academic year),			
c. the specific procedures for disseminating the information,			
d. persons involved,			
e. when and where the dissemination activities will take place (if applicable).			
6. EVALUATION PLAN: Describe the evaluation procedures, including copies of any evaluation forms, that will be used for evaluating each disseminating activity as well as for evaluating the overall dissemination plan.	___	X 2 =	____
7. RESULTS: Report results from evaluations of overall dissemination plan.	___	X 2 =	____
8. DISCUSSION: Were the number of objectives addressed throughout the year reasonable? Were the procedures successful in disseminating information? What were the strengths/weaknesses of the dissemination plan? What changes might you make in the future?	___	X 2 =	____

MAXIMUM POSSIBLE SCORE IS 72. DIVIDE THE STUDENT'S TOTAL SCORE BY 18 TO DETERMINE GRADE.

BEST COPY AVAILABLE

EVALUATION OF CHILD FIND/SCREENING PROCESS OUTLINE

Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Student: _____

Program: _____

	GRADE		WEIGHT		SUBTOTAL
1. CHILD FIND PROCEDURE: An outline of procedure for contacting all parents of children through five years of age to inform them of special services for children with handicaps. This outline should include procedures that address:	___	X	3	=	____
a. Community Awareness					
b. Referral Systems					
2. SCREENING PROCESS: A detailed description of the process, i.e., instruments, personnel involved, areas evaluated, procedures, communication of results to parents, follow up, etc.	___	X	1	=	____
3. LOGS: Students will keep logs of participation in the child find/evaluation process.	___	X	2	=	____
4. EVALUATION: A written critique of child find/screening including strengths and weaknesses, and suggestions for improvement.					

MAXIMUM POSSIBLE SCORE IS 36. DIVIDE THE STUDENT'S TOTAL SCORE BY 9 TO DETERMINE GRADE.

BEST COPY AVAILABLE

COMPREHENSIVE EVALUATION OUTLINE

Grading Sheet

Student: _____

Program: _____

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

	GRADE	WEIGHT	SUBTOTAL
1. LOGS: Interns will keep logs of the four-step process in developing a comprehensive evaluation plan which will include: a) establishing a Basic Staffing Team, b) informing parents of their rights and obtaining consent, c) reviewing referral information, and d) writing the comprehensive evaluation plan. The log of each activity should be written in the following format:	___	X 2	= ____
a. TYPE OF ACTIVITY: (e.g., parent involvement)			
b. DATE:			
c. PARTICIPANTS:			
d. DESCRIPTION OF INTERN'S ROLE AND/OR RESPONSIBILITIES			
2. CONTENTS OF COMPREHENSIVE EVALUATION:			
a. REASON FOR REFERRAL: A statement of the reason for referral together with the referral source.	___	X 1	= ____
b. EVALUATION QUESTIONS AND PROCEDURES: A list of evaluation questions and corresponding assessment instruments for each area to determine eligibility for EEE services and the IEP, including identifying the child's developmental strengths and needs, learning style, and preferred levels of interaction across a variety of settings.	___	X 3	= ____
3. CONDUCT COMPREHENSIVE EVALUATIONS: Interns will administer a minimum of two different tests under the guidance and supervision of the master teacher.	___	X 3	= ____
4. WRITTEN EVALUATION REPORT: A synthesis of quantitative and qualitative information related to the assessment areas and questions addressed in the evaluation plan.	___	X 4	= ____

MAXIMUM POSSIBLE SCORE IS 52. DIVIDE THE STUDENT'S TOTAL SCORE BY 13 TO DETERMINE GRADE.

BEST COPY AVAILABLE

INDIVIDUAL EDUCATION PROGRAM OUTLINE

Grading Sheet

Student: _____

Program: _____

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

GRADE WEIGHT SUBTOTAL

1. LOGS: Interns will keep logs of parent involvement, planning meetings, quarterly IEP meetings, and annual IEP meetings. The log of each activity should be written in the following format: ___ X 2 = ____

   a. TYPE OF ACTIVITY: (e.g., parent involvement)

   b. DATE:

   c. PARTICIPANTS:

   d. DESCRIPTION OF INTERN'S ROLE AND/OR RESPONSIBILITIES

2. CONTENTS OF IEP:

   a. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE: A summarization of assessment data to provide an informative picture of the child's level of functioning. This should not only include quantitative data, but also qualitative and interpretative information. ___ X 2 = ____

   b. LONG TERM ANNUAL GOALS: These should reflect the child's present levels of educational performance and specify the skills to be achieved over the school year. ___ X 2 = ____

   c. SHORT TERM OBJECTIVES: A list of the specific skills, including conditions, behavior, and criteria for achieving each annual goal. ___ X 2 = ____

   d. EVALUATION PROCEDURES AND SCHEDULES: The types of evaluation procedures and tools to be used to monitor program effectiveness, including generalization and maintenance. ___ X 1 = ____

   e. PARTICIPATION IN THE REGULAR EDUCATION PROGRAM: A statement reflecting the percentage of time the child has the opportunity to interact in mainstream settings with peers. ___ X 1 = ____

   f. SPECIAL EDUCATION AND RELATED SERVICES: A description of all services required to meet the child's needs. ___ X 1 = ____

   g. DURATION OF SERVICES: Projected date for beginning the program and anticipated duration. ___ X 1 = ____

MAXIMUM POSSIBLE SCORE IS 48. DIVIDE THE STUDENT'S TOTAL SCORE BY 12 TO DETERMINE SCORE.

CASE STUDY OUTLINE FOR STUDENT WITH SEVERE AND MULTIPLE HANDICAPS

Grading Sheet

GRADING: 4.0 = Excellent (A)
3.6 = A-
3.5 = B+
3.0 = Good (B)

Student: _____

Program: _____

	GRADE	WEIGHT	SUBTOTAL
1. DESCRIPTION OF CHILD:	___	X 1 =	____
a. child's age			
b. diagnosis, if known			
c. educational settings			
d. family situation			
2. IDENTIFICATION OF INTERDISCIPLINARY SERVICES:	___	X 1 =	____
a. core planning team members			
b. expanded team members			
3. RECORD REVIEW AND SUMMARY STATEMENT OF INTERDISCIPLINARY ASSESSMENTS AND SERVICES:	___	X 2 =	____
a. educational records -including IEP			
b. I Team records			
c. pertinent medical records			
d. therapy records			
e. psychological reports			
4. ASSESSMENT:	___	X 4 =	____
a. parent inventory and needs assessment			
b. child assessment - Choose one of the following areas to be assessed by you:			
1) motor- gross and fine			
2) self help or oral motor			
3) functional use of vision/hearing			
c. Daily routines/settings of current environments			
d. Ecological analysis of future environments			
e. Discrepancy analysis			
f. Identify priority needs, including the need for further assessment,			
5. ACTION PLAN: The Action Plan could address an instructional program, transition program, dissemination program (family information and training), comprehensive evaluation, IEP development, lesson plan adaptation, case coordination or home based or community based consultation. (See requirements for specific programs in Training Manual.)	___	X 4 =	____
a. Team meeting and action plan development			
1) articulate philosophical approach of the team			
2) determine frequency of team meetings			
3) prioritize needs			
4) develop action plan for single high priority need			
b. Implementation of action plan			
1) determine a method for follow-up			
2) determine need for revision of action plan			
3) participate in revision as needed			
4) report on completion of action plan			
6. EVALUATION OF ACTION PLAN STRATEGY:	___	X 2 =	____
a) Satisfaction of team members			
b) Personal reactions			
7. DISCUSSION: Elaborate on and summarize your case study and its results. This section should included references to the literature and discussion of the broader issues of providing services to children with multiple handicaps. Some issues might include:	___	X 3 =	____

- Medical vs. educational approaches
- Types of teaming models and their advantages and disadvantages
- Barriers to teaming
- Family centered approach
- Integrated therapy
- Least restrictive alternatives
- Funding issues
- Availability of needed resources
- Training needs

MAXIMUM POSSIBLE SCORE IS 68. DIVIDE THE STUDENT'S TOTAL SCORE BY 17 TO DETERMINE GRADE.

BEST COPY AVAILABLE

EVALUATION OF UNIVERSITY OF VERMONT ADVISOR BY INTERN

Name: _____ Date: _____

Intern: _____

The rating scale is based on a 1-9 rating with 1 being a poor score and 9 being excellent.

1. Advisor's Availability:

   1 2 3 4 5 6 7 8 9

2. Quality of Advisor's Recommendations and Ability to Refer You to Others for Appropriate Advice.

   1 2 3 4 5 6 7 8 9

3. Advisor's Overall Professional Behavior (e.g., scheduling necessary meetings, amount of time needed to respond to request for advice, etc.).

   1 2 3 4 5 6 7 8 9

4. Quality of Advisor's Rapport With you (e.g., friendly, honest, courteous).

   1 2 3 4 5 6 7 8 9

5. Quality of Advisor's Knowledge of Curriculum Materials.

   1 2 3 4 5 6 7 8 9

6. Quality of Advisor's Knowledge of Applied Behavior Analysis and Other Intervention Methodologies.

   1 2 3 4 5 6 7 8 9

7. Quality of Advisor's Knowledge of Educational Assessment.

   1 2 3 4 5 6 7 8 9

8. Quality of Advisor's Knowledge of Research Methods of Evaluating Services, Training and Progress of Students.

1 2 3 4 5 6 7 8 9

9. Quality of Advisor's Ability to Encourage (inspire) You to Continue Your Professional Development.

1 2 3 4 5 6 7 8 9

ADDITIONAL COMMENTS:

EVALUATION OF COOPERATING-SITE SUPERVISOR BY INTERN

Name: _____ Date: _____

Intern: _____

The rating scale is based on a 1-9 rating with 1 being a poor score and 9 being excellent.

1. Cooperating-site supervisor's Availability:

   1 2 3 4 5 6 7 8 9

2. Quality of Coope ting-site Supervisor's Recommendations and Ability to Refer You to Others for Appropriate Advice.

   1 2 3 4 5 6 7 8 9

3. Cooperating-site Supervisor's Overall Professional Behavior (e.g., scheduling necessary meetings, amount of time needed to respond to request for advice, etc.).

   1 2 3 4 5 6 7 8 9

4. Quality of Cooperating-site Supervisor's Rapport With you (e.g., friendly, honest, courteous).

   1 2 3 4 5 6 7 8 9

5. Quality of Cooperating-site Supervisor's Ability to Encourage (inspire) You to Continue Your Professional Development.

   1 2 3 4 5 6 7 8 9

ADDITIONAL COMMENTS: —

EVALUATION OF THE INTERN BY THE COOPERATING-SITE SUPERVISOR

Intern: _____ Cooperating-site: _____

Supervisor: _____

School: _____ Date: _____

PLEASE RATE THE INTERN UNDER YOUR CHARGE ON THE ITEMS BELOW.

1. Quality of implementation of teaching/learning procedures described in IEPs.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

2. Quality of intern's knowledge of curriculum materials being used in practicum.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

3. Quality of intern's application of behavior analysis.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

4. Willingness to take advice of the Cooperating-site Supervisor.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

5. Quality of positive affect with other professional staff of the school.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

6. Intern's overall professional behavior (e.g., punctuality, scheduling visits, cooperation with other specialists, etc.)

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

7. General estimate of intern's performance.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

NUMBER OF CHILDREN CURRENTLY BEING SERVED BY THE INTERN:

NUMBER OF SPECIAL EDUCATION PROGRAMS CURRENTLY BEING IMPLEMENTED BY THE INTERN _____

WHAT DO YOU BELIEVE IS THE INTERN'S GREATEST STRENGTHS?

_____

_____

WHAT DO YOU BELIEVE IS THE INTERN'S GREATEST NEED?

_____

_____

OTHER COMMENTS:

_____

_____

EVALUATION OF OBSERVATIONS

Student Name: _____ Master Teacher: _____

U.V.M. Supervisor: _____ Date: _____

Rater: _____ Time Observed: _____ Activity: _____

KEY: 4=Highly Satisfactory; 3=Satisfactory; 2=Needs Work;
1=Unsatisfactory; NO=Not Observed.

EVALUATION ITEMS	SCORE	COMMENTS
I. INSTRUCTIONAL TEACHING TECHNIQUES		
A. Facilitates Student Acquisition of Skills		
1. Provides for positive review of instructional content		
2. Introduces new skills after students have demonstrated mastery of prerequisite skills		
3. Delineates the lesson's content to students prior to initiating instruction		
4. Provides necessary and sufficient instructional materials		
5. Provides necessary and sufficient models and examples		
6. Cues students to relevant features of a task		
7. Uses instructional prompts effectively		
a. Asks questions/redirects to enable students to correct/complete tasks		
b. Allows students to respond before prompting		
c. Uses the minimal/necessary amount of prompts		
d. Fades prompts		
8. Gives specific feedback to students on their performance		

KEY: 4=Highly Satisfactory; 3=Satisfactory; 2=Needs Work; 1=Unsatisfactory; NO=Not Observed.

EVALUATION ITEMS	SCORE	COMMENTS
9. Provides opportunities for students to generalize skills to functional settings		
10. Works flexibly and efficiently within schedule		
a. alters instructional content as necessary during a lesson		
b. Takes advantage of on-going activities to enhance learning		
c. Conducts instruction within time allotments		
11. Brings sufficient/positive closure to learning sessions		
B. Communicates Effectively With Students		
12. Presents information in a logical, organized manner		
13. Gives clear, concise directions		
14. Demonstrates appropriate voice control		
a. Rate		
b. Pitch		
c. Intonation		
d. Enunciation		
e. Volume		

KEY: 4=Highly Satisfactory; 3=Satisfactory; 2=Needs Work; 1=Unsatisfactory; NO=Not Observed.

EVALUATION ITEMS	SCORE	COMMENTS
15. Appropriately and effectively conveys meaning nonverbally		
a. Eye contact		
b. Facial expressions		
c. Body postures		
d. Physical proximity/touch		
e. Gestures		
16. Balances teacher/student participation		
17. Uses vocabulary/sentence structure consistent with student's skill level/age		
II. BEHAVIORAL TEACHING TECHNIQUES		
A. Structures The Environment For Appropriate Behavior		
1. Develops rapport with students		
a. Maintains positive attitude towards students		
b. Listens and responds to students' expressions of needs/interests		
2. Has materials readily available for instruction		
3. Positions/seats students appropriately depending on individual needs and the task		
4. Achieves attention of students prior to initiating instruction		

KEY: 4=Highly Satisfactory; 3=Satisfactory; 2=Needs Work; 1=Unsatisfactory; NO=Not Observed.

EVALUATION ITEMS	SCORE	COMMENTS
5. Maintains student attention		
a. Calls on students in random order		
b. Varies activities during lessons		
c. Provides opportunities for all students to participate		
6. Specifies appropriate contingencies		
7. Monitors activities of all students		
8. Consistently follows through on established contingencies		
9. Provides opportunities for students to assume responsibility for their own behavior (choices, self-evaluation)		
10. Provides opportunities for positive social interactions		
11. Acts effectively to resolve crises/conflicts		
12. Arranges for smooth transitions between activities		
B. <u>Demonstrates Competency With Reinforcement Procedures</u> 13. Provides necessary and sufficient reinforcement for appropriate student behavior/performance		
14. Effectively uses various types of reinforcement		
15. Involves student peers in reinforcing desired behaviors		
16. Consistently follows appropriate reinforcement schedules		
17. Evaluates effectiveness and alters reinforcers/reinforcement schedules as necessary		

APPENDIX B

Sample Program Evaluation Forms

EVALUATION OF UNIVERSITY OF VERMONT ADVISOR BY INTERN

Name: _____ Date: _____

Intern: _____

The rating scale is based on a 1-9 rating with 1 being a poor score and 9 being excellent.

1. Advisor's Availability:

   1 2 3 4 5 6 7 8 9

2. Quality of Advisor's Recommendations and Ability to Refer You to Others for Appropriate Advice.

   1 2 3 4 5 6 7 8 9

3. Advisor's Overall Professional Behavior (e.g., scheduling necessary meetings, amount of time needed to respond to request for advice, etc.).

   1 2 3 4 5 6 7 8 9

4. Quality of Advisor's Rapport With you (e.g., friendly, honest, courteous).

   1 2 3 4 5 6 7 8 9

5. Quality of Advisor's Knowledge of Curriculum Materials.

   1 2 3 4 5 6 7 8 9

6. Quality of Advisor's Knowledge of Applied Behavior Analysis and Other Intervention Methodologies.

   1 2 3 4 5 6 7 8 9

7. Quality of Advisor's Knowledge of Educational Assessment.

   1 2 3 4 5 6 7 8 9

8. Quality of Advisor's Knowledge of Research Methods of Evaluating Services, Training and Progress of Students.

1 2 3 4 5 6 7 8 9

9. Quality of Advisor's Ability to Encourage (inspire) You to Continue Your Professional Development.

1 2 3 4 5 6 7 8 9

ADDITIONAL COMMENTS:

EVALUATION OF COOPERATING-SITE SUPERVISOR BY INTERN

Name: _____ Date: _____

Intern: _____

The rating scale is based on a 1-9 rating with 1 being a poor score and 9 being excellent.

1. Cooperating-site supervisor's Availability:

   1 2 3 4 5 6 7 8 9

2. Quality of Cooperating-site Supervisor's Recommendations and Ability to Refer You to Others for Appropriate Advice.

   1 2 3 4 5 6 7 8 9

3. Cooperating-site Supervisor's Overall Professional Behavior (e.g., scheduling necessary meetings, amount of time needed to respond to request for advice, etc.).

   1 2 3 4 5 6 7 8 9

4. Quality of Cooperating-site Supervisor's Rapport With you (e.g., friendly, honest, courteous).

   1 2 3 4 5 6 7 8 9

5. Quality of Cooperating-site Supervisor's Ability to Encourage (inspire) You to Continue Your Professional Development.

   1 2 3 4 5 6 7 8 9

ADDITIONAL COMMENTS:

EVALUATION OF THE INTERN BY THE COOPERATING-SITE SUPERVISOR

Intern: _____ Cooperating-site: _____

Supervisor: _____

School: _____ Date: _____

PLEASE RATE THE INTERN UNDER YOUR CHARGE ON THE ITEMS BELOW.

1. Quality of implementation of teaching/learning procedures described in IEPs.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

2. Quality of intern's knowledge of curriculum materials being used in practicum.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

3. Quality of intern's application of behavior analysis.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

4. Willingness to take advice of the Cooperating-site Supervisor.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

5. Quality of positive affect with other professional staff of the school.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

6. Intern's overall professional behavior (e.g., punctuality, scheduling visits, cooperation with other specialists, etc.)

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

7. General estimate of intern's performance.

1	2	3	4	5	NA
Poor	Fair	Good	Very Good	Excellent	Not Applicable

NUMBER OF CHILDREN CURRENTLY BEING SERVED BY THE INTERN:

NUMBER OF SPECIAL EDUCATION PROGRAMS CURRENTLY BEING IMPLEMENTED BY THE INTERN _____

WHAT DO YOU BELIEVE IS THE INTERN'S GREATEST STRENGTHS?

_____

_____

WHAT DO YOU BELIEVE IS THE INTERN'S GREATEST NEED?

_____

_____

OTHER COMMENTS:

_____

_____

TRAINEE EVALUATION OF OVERALL EEE TRAINING PROGRAM

Name:_____

School Year:_____

Rating Scale

For each item below, rank the degree of usefulness according to the following scale: **1=not useful; 2=somewhat useful; 3=useful; 4=very useful; 5=exceptionally useful.** In addition, for each item rank the amount of training you received on the item according to the following scale: **1=insufficient; 2=somewhat sufficient; 3=sufficient; 4=very sufficient; 5=exceptionally sufficient.**

	Usefulness	Amount of Training
1. Knowledge of the stages and sequences of sensorimotor, cognitive, motor, language, and socieomotional development in young children, and knowledge of handicapping and at risk conditions and their potential impact upon the child and the family.	1 2 3 4 5	1 2 3 4 5
2. Ability to identify and articulate the "best" practices involved in the development, implementation, monitoring and evaluation of comprehensive, interdisciplinary early intervention service delivery models that address the developmental, educational, and socioemotional needs of young children at risk or with identified handicaps, and their families.	1 2 3 4 5	1 2 3 4 5
3. Ability to identify, develop, modify, and evaluate curricula that enhance the 1) child's development and skill acquisition through appropriate learning activities and promotion of positive family-child interactions; and 2) family's ability to access and utilize informal and formal resources, provide appropriate caregiving, and promote mutually satisfying family-child relationships.	1 2 3 4 5	1 2 3 4 5
4. Ability to plan, develop, implement monitor and evaluate IFSPs/IEPs for young children at risk or with identified handicaps and their families, that are effective in meeting their developmental, educational and social/emotional needs.	1 2 3 4 5	1 2 3 4 5

	Usefulness	Amount of Training
5. Ability to develop and implement a comprehensive child find system, including procedures for promoting community awareness and interagency referrals. The child find system will also include appropriate screening measures and a tracking system for identifying and monitoring young children at risk or with handicaps.	1 2 3 4 5	1 2 3 4 5
6. Ability to administer state approved assessment instruments (both standardized tests and ecological assessment in the home) to determine SEA regulations. In addition, trainees must demonstrate their ability to administer and interpret the results of other formal and informal assessments used for IFSP/IEP's development and evaluation.	1 2 3 4 5	1 2 3 4 5
7. Ability to analyze the family ecology to identify those developmental, psychosocial and environmental stimuli affecting parenting, social interactions and family relationships.	1 2 3 4 5	1 2 3 4 5
8. Ability to provide technical assistance, consultation and training as part of a transdisciplinary team providing family focused services to young children at risk or with identified handicaps.	1 2 3 4 5	1 2 3 4 5
9. Ability to coordinate the delivery of multi-agency services through collaboration with transdisciplinary teams consisting of parents, special educators, speech and language pathologists, and health care, mental health, and social services providers for planning, developing, implementing and evaluation IFSP/IEPs for young children at risk or with identified handicaps.	1 2 3 4 5	1 2 3 4 5
10. Ability to identify federal, state and local policies and describe their impact upon: 1) current local practices for providing family focused services, and 2) implementation of "best practices" for young children at risk or with handicaps, and their families. Trainees will also be able to coordinate the development, implementation, and evaluation of local early intervention programs.	1 2 3 4 5	1 2 3 4 5

APPENDIX C

Essesntial Early Education Personnel Competencies

ESSENTIAL EARLY EDUCATION TEACHER COMPETENCIES

1.0 Atypical Child Development

1.1 Demonstrates knowledge of pre and perinatal developmental risk

a. the effects of risk factors such as family history or behavior, medical complications, and gestational age

b. etiology, diagnosis, and characteristics of handicapping conditions evidenced at birth.

1.2 Demonstrates knowledge of handicapping and at-risk conditions and their effects on early development

a. etiology, diagnosis, and characteristics of handicapping conditions that develop after birth

b. characteristics of young children with special needs that result from medical, familial, cultural, or social factors

c. similarities in behavior and development between typical and atypical children

d. specific implication of a child's special developmental needs for the development of social-emotional, communicative, sensory, motor, language, cognitive, perceptual, and self-help/adaptive skills

e. health and nutritional needs of young children.

1.3 Demonstrates knowledge of interactions among the familial, cultural, social, and physical environments that prevent children from achieving maximum growth and development.

1.4 Demonstrates knowledge of theory and research in atypical child development.

2.0 Early Intervention Service Delivery

2.1 Demonstrates knowledge of current trends and practices in medical intervention with young children with special needs, including newborn care.

2.2 Demonstrates knowledge of current trends and practices in therapeutic, habilitative, and educational intervention for young children with special needs or who are at risk and their families.

2.3 Demonstrates knowledge of current trends and practices in evaluating programs for young children with special needs and their families.

2.4 Demonstrates knowledge of various early intervention service delivery models, including individual strengths and limitations.

2.5 Demonstrates knowledge of the components of a comprehensive, interagency, interdisciplinary, service delivery system for young children at-risk or with handicaps and their families.

2.6 Demonstrates ability to articulate and implement "best practices" in developing, implementing, and evaluating a comprehensive, interagency, interdisciplinary service delivery system.

2.7 Demonstrates ability to integrate current laws, regulations, and "best practices" into developing and implementing an early intervention service delivery system.

2.8 Demonstrates ability to articulate program philosophy and goals.

3.0 Curriculum for Early Intervention

3.1 Demonstrates knowledge of the legal, philosophical, developmental, and ecological foundations of early intervention practices and their impact upon curricula.

3.2 Demonstrates knowledge of a number of commercially available curricula for enhancing child development and skill acquisition.

3.3 Demonstrates knowledge of curricula for enhancing the family's ability to access and utilize informal and formal resources, provide appropriate caregiving, and engage in mutually satisfying family-child relationships.

3.4 Demonstrates ability to develop, in cooperation with family members and other professionals, a curriculum philosophy and goals for an early intervention program.

3.5 Demonstrates ability to evaluate early intervention curricula and make appropriate selections based upon the needs of the child, family, and community.

3.6 Demonstrates ability to modify or adapt curricular goals, skills, and/or activities to address the individual needs of the child and family.

4.0 Individualized Family Service Plan/Individual Educational Plan

Development of an IFSP/IEP

4.1 Demonstrates ability to develop an IFSP/IEP that integrates the program's curriculum, the results of a multidisciplinary team evaluation, and the input of the child's parents and interdisciplinary team.

4.2 Demonstrates the ability to develop, in cooperation with the parents and interdisciplinary team, a written IFSP/IEP that includes statements of:

a. the child's present level of development

b. the family's strengths and needs relating to enhancing the development of the child

c. the major outcomes (or goals and objectives) expected to be achieved for the child (and family), including criteria, procedures, and timelines

d. the specific early intervention services necessary to meet the unique needs of the child and family

e. the projected dates for initiation and duration of services.

4.3 Demonstrates ability to develop IFSPs/IEPs that successfully transition children and their families into new services/settings.

Implementation of an IFSP/IEP

4.4 Demonstrates ability to implement IFSPs/IEPs that specifically address the needs of young children who are at at risk or experience handicaps and their families

a. implements appropriate therapeutic or educational procedures for addressing the developmental needs of infants

b. designs, modifies and uses the physical and social environment and activities to encourage optimal child development

c. provides consultation to other professionals and to family members who are providing therapeutic or educational services to the family.

4.5 Demonstrates ability to promote the child's development through family-focused intervention

a. explains to parents the nature of child development, sequences of skill acquisition, and the effects of various handicapping conditions on development

b. discusses with parents the various medical, educational, and therapeutic techniques for children with special needs

c. helps families increase behaviors that positively affect the child's development and decrease behaviors that negatively affect it

d. helps families integrate the child's specialized routines into normal family activities

e. creates stimulating programs that draw upon the child's strengths and are consistent with the family's lifestyle.

4.6 Demonstrates ability to implement IFSPs/IEPs that specifically address the needs of the family

a. encourages the family to rely appropriately on informal as well as formal support systems and resources

b. provides family training and education

c. provides family support to enhance parental competence, confidence, independence and self-esteem

d. acts as a co-casemanager and advocate with the family and empowers them to acquire the skills and assume these roles

e. successfully terminates interventions with families when appropriate.

Evaluation of an IFSP/IEP

4.7 Demonstrates ability to evaluate the implementation and impact of the IFSP/IEP

a. develops and implements a plan for ongoing and periodic assessment of child and family outcomes

b. measures child and family outcomes and gains and analyzes data using formal and informal procedures

c. periodically evaluates family satisfaction with services provided and involves the family actively in evaluating the child and family program

d. utilizes the evaluation results to make decisions concerning the continuation, modification, or termination of the IFSP/IEP.

5.0 Child Find and Community Awareness

5.1 Demonstrates knowledge of child find, screening, and tracking instruments and procedures.

5.2 Demonstrates ability to develop and implement a comprehensive child find system

a. promotes community awareness

b. identifies other agencies and coordinates activities to establish a referral system

c. participates in the implementation of a state-wide tracking system.

5.3 Demonstrates ability to administer appropriate screening measures for identifying or monitoring infants who may need early intervention services.

6.0 Assessment

6.1 Demonstrates knowledge of a variety of appropriate assessment instruments and practices for children at risk or with handicaps and their families.

6.2 Demonstrates ability to select and administer assessment instruments for appropriately determining eligibility and the IFSP/IEP

a. identifies a variety of assessment instruments and their purposes and makes appropriate selections for each purpose

b. includes the primary caregivers in the assessment process and is sensitive to their emotional state

c. determines the status of the child for assessment purposes (e.g., is the child sick, frightened, or in need of a longer warm-up time?)

d. determines optimal use of the physical setting (e.g., is the child appropriately positioned and comfortable with the parents nearby?)

e. administers assessment instruments in a manner that assures reliable and valid results and assesses results appropriately

f. adapts assessment materials for children with qualifying factors such as handicapping conditions or cultural differences without violating assessment protocol.

6.3 Demonstrates ability to assess family strengths and needs as they relate to enhancing their child's development.

6.4 Demonstrates ability to interpret and report test results for determining: if additional consultation and assessment are needed, the family's eligibility for services, and the content of the IFSP/IEP.

6.5 Demonstrates ability to report assessment results in a manner that the family and others understand and that supports the child and family.

7.0 Family/Professional Collaboration

7.1 Demonstrates knowledge of and sensitivity to the family as a system, including knowledge of various family structures and functions.

7.2 Demonstrates knowledge of the diverse cultural, socioeconomic, developmental, and psychological influences on families.

7.3 Demonstrates knowledge of theory and research concerning families, including:

a. family development and functioning

b. the family's role in the development of the very young child

c. the family's role in the development of the child with special needs.

7.4 Demonstrates ability to establish and maintain relations with the family.

7.5 Demonstrates ability to work with culturally different families in a non-biased and non-value-laden way.

7.6 Demonstrates ability to communicate respect for the values, ideas, suggestions, and priorities of the family.

7.7 Demonstrates ability to organize and encourage parent involvement in all phases of the program.

7.8 Demonstrates ability to address areas of disagreement with families honestly in a supportive and nonvalue-laden way.

7.9 Demonstrates ability to facilitate family decision-making concerning the needs of the child without imposing personal biases or supplanting family authority.

7.10 Demonstrates ability to translate and interpret technical information (e.g., test results) to families in understandable language.

8.0 Technical Assistance/Consultation/Training

8.1 Demonstrates knowledge of the roles and functions of a consultant, including situations when this role is or is not appropriate in the provision of services.

8.2 Demonstrates knowledge of research and principles of adult learning and development.

8.3 Demonstrates ability to plan, implement, and evaluate technical assistance activities for enabling family members or other professionals to provide direct services to the child and family.

8.4 Demonstrates ability to plan, implement, and evaluate training activities for promoting the acquisition of new knowledge or skills by family members or other professionals.

8.5 Demonstrates ability to establish, implement, and maintain a consultative relationship with family members and other professionals in the provision of early intervention services.

9.0 Case Management and Transdisciplinary Team Building

9.1 Demonstrates ability to provide case management services in advocating for and coordinating multi-agency and multi-disciplinary early intervention services for individual families.

9.2 Demonstrates knowledge of alternative models for team organization and leadership.

9.3 Demonstrates knowledge of the roles and functions of all disciplines that comprise an early intervention interdisciplinary team.

9.4 Demonstrates the ability to lead a case conference including parents and professionals from several disciplines.

9.5 Demonstrates the ability to engage in appropriate interpersonal communication skills and problem solving skills with family members and other team members.

9.6 Demonstrates the ability to work cooperatively as a member of an interagency, interdisciplinary early intervention team.

9.7 Demonstrates the ability to evaluate one's strengths and needs as a member of the early intervention team and provide other team members with feedback on team functioning.

9.8 Demonstrates the ability to establish and maintain effective interagency cooperation.

10.0 Social Policy and Administration of Early Intervention Programs

Impact of Social Policies

10.1 Demonstrates knowledge of local, state, and federal policies and their impact upon the development, implementation, and evaluation of the early intervention program.

10.2 Demonstrates ability to follow legal and professional guidelines

a. modifies program to meet current federal and state laws and regulations regarding early childhood intervention requirements, including legal mandates, constraints, and training

b. formulates and follows a professional code of ethics and assumes associated responsibilities.

Program Administration

10.3 Demonstrates knowledge of the components of an early intervention program, including the professionals, management system, facilities, program materials, and budgetary resources required to implement the program.

10.4 Demonstrates knowledge of major sources of federal and state funds supporting early intervention programs.

10.5 Demonstrates the ability to analyze the resources and needs of a community.

10.6 Demonstrates the ability to organize a community-based, interagency planning team and coordinates the establishment, implementation, and evaluation of an early intervention program.

10.7 Demonstrates ability to select, train, and evaluate staff.

10.8 Demonstrates ability to manage fiscal responsibilities.

10.9 Demonstrates ability to plan and conduct comprehensive, formative and summative evaluations of the early intervention program.